

Grade 8 Integrated Language Arts Unit

Lesson 4: Just the Facts

Connections to Financial Literacy

In this lesson, students will continue to build their understanding of the difference between wants and needs. In particular they will come to understand the vulnerability of the population group of immigrants to Canada and how it relates to poverty. In developing a better understanding of these relationships, and understanding that inequalities amongst members in their own communities puts some at disadvantages within our communities, the students will continue to “develop the habits of mind and heart that are necessary for good citizenship” (*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 5).

In addition, this lesson will focus on developing an understanding of:

- social, ethical and environmental implications of financial decisions;
- active citizenship.

Lesson 4 integrates:

- Language Arts
 - Reading
 - Writing
- Geography
 - Migration
- The Arts
 - Visual Arts
- Mathematics
 - Data Management and Probability

Curriculum Expectations

Language Arts

Overall Expectations:

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific Expectations:

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

	Point of View 1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives Text Features 2.3 identify a variety of text features and explain how they help communicate meaning
Writing 1. generate, gather, and organize ideas and information to write for an intended purpose and audience	Purpose and Audience 1.1 identify the topic, purpose, and audience for more complex writing forms Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
Geography	
Overall Expectations:	Specific Expectations:
Migration 1. identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society	-identify the push and pull factors that influence people to move (e.g., <i>push</i> : drought, war, lack of freedom, discrimination and persecution; <i>pull</i> : employment opportunities, security, climate) -identify barriers to migration (e.g., physical, financial, legal, political, emotional) - explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration
Visual Arts	
Overall Expectations:	Specific Expectations:
D1. apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies	Creating and Presenting D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view

Mathematics		
Overall Expectations:		Specific Expectations:
Data Management and Probability apply a variety of data management tools and strategies to make convincing arguments about data		Data Relationships -read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs
Learning Goals		
At the end of this lesson, students will know, understand and/or be able to... <ul style="list-style-type: none"> • demonstrate an understanding of push and pull factors; • examine the vulnerability immigrants to Canada to poverty and financial hardship as when compared other population groups in Canada; • read and respond to the perspectives of others through discussion, written and visual forms; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the information, and synthesizing the information with their own ideas; • use a graphic organizer (mind map) to collect and organize their ideas; • transfer information from the graphic organizer (mind map) to a visual representation in order to synthesize and consolidate their understanding. 		
Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
Readiness For success in this lesson, students should have had exposure to using mind maps or idea webs. Good resources about these and other graphic thinking tools are <i>Beyond Monet</i> (Bennett & Rolheiser) or <i>Graphic Intelligence</i> (Bennett). Students should also have had some exposure to dealing with various representations of data.	<ul style="list-style-type: none"> • immigration • migration • push factors • pull factors • poverty • Urban Areas 	Action <ul style="list-style-type: none"> • Copies of Urban Demography: Chapter 2, which can be accessed and printed from: http://www.ccsd.ca/pubs/2000/up/chapter2.pdf • Computer with Internet access • LCD Projector • Blank 11 x 17 pieces of paper • Markers • Variety of art supplies • Access to computers, if students are creating digital images
Minds On		
♦ Establishing a positive learning environment		

- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Notes to teacher:

Class Discussion

Description:

- Recap with students the responses to the 'Poverty Pictures' from the consolidation of the lesson 3:
 - *What were some parts of the visual text that bothered you?*
 - *Given the way the photographer has taken the picture, what do they want us to believe?*
 - *Were there any connections between the themes presented in the poems today?*
 - *What do you believe is the common theme? Why do you believe this?*



Assessment for learning

The Minds On discussion will indicate to the teacher the students' understanding and personal viewpoints regarding poverty. It might also reveal possible misconceptions about poverty and allow the teacher an opportunity to dispel any myths or stereotypes.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Description

- Students will work in pairs for the action portion of this three part lesson.
- Every student will be given the hand out Urban Demography: Chapter 2* found at <http://www.ccsd.ca/pubs/2000/up/chapter2.pdf>
- The text (Chapter 2) addresses the question, "**Within urban areas, which population groups are particularly vulnerable to living in poverty?**"
- The section the students will read addresses immigrants. They will read from the heading 'Immigration and Poverty' on page 31 to the bottom of page 35.
- *Explain to students that they will be working with and reading statistics, which is a special kind of reading. Also explain that the statistics they will be reading today are about the why the population group, immigrants (in Canada), are particularly vulnerable to poverty.*

*Chapter 2 is an excerpt from the Urban Demography document and report from the Canadian Council on Social Development .



Differentiated Instruction

By using a text on the internet, students who may require the text to be read to them can use a software application such as "Premier" or "Word Q" to have the text read aloud, or to use a highlighting feature.

The teacher may want to have the students work in a jigsaw fashion when reading the text. This will reduce the volume of written text to interpret and assist students by chunking the reading.

- Students are asked to read and to interpret the assigned text.
- The teacher directs the students to **code the text** (marking directly on the text or on Post-it notes) using the following code:

✓ ***“I agree with this”; “This is something I already knew.”***

! ***“This information surprised me. I didn’t know this before reading.”***

? ***“I don’t understand this”; “I have questions about this.”***

- After students have had a chance to read the handout and code the text they should be given time to discuss the text in groups of 3 to 4. Some possible questions to guide conversations:
 - What does the data say?
 - What conclusions can someone reading this handout reach?
- Once groups of students agree on what they believe the handout is saying, have them write a statement to reflect their understanding of the handout in the middle of an 11 x 17 sheet of paper.
e.g.

Despite the fact that immigrants are just as educated as non-immigrants, they often are given level entry jobs that pay minimum wages and which do not give credit to their education or experience.

- Students will make a web of reasons the statement in the middle of their sheets might be true.
- After students have had an opportunity to share and discuss their webs, have them, create a visual image that best reflects their statement using the art materials provided. The visual piece should make people think critically about the issues talked about in the handout

A_{for}L Assessment **for** learning

Opportunities for the teacher to collect and record (through anecdotal comments) evidence of student learning through conversations with students, by asking *good probing questions*, as well as observations of accountable talk

NOTE: It is recommended that the teacher and the students work together on this activity prior to the students working in groups. As a whole group, the teacher and the students should create a sample statement, web and visual representation of the informational text. After this shared experience, the teacher and the students can use this sample for the basis of co-constructing criteria.

A_{as}L Assessment **as** learning

Opportunity to Co-Construct Criteria on “What will make a good visual representation of a piece of informational text ?”
e.g.

- Images clearly reflect the statement created by the group
- Statement captures the key ideas important to the reading

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

- Students submit their visual representations.
- Present the final productions in a gallery walk.
- Students walk about the room and view each of the visual representations.
- Independently, students will choose one gallery piece (not that of their group) and answer two of the following questions:
 - *What does the author/artist of the piece want us to believe? What parts of the text lead you to this belief?*
 - *What question would you like to ask the creators of the piece? Why?*
 - *How might the image you are viewing if it had been created from an immigrants point of view?*
 - *What assumptions is the creator making about us as viewers/readers?*

AOL Assessment of learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has “Met” and “Not Yet Met” the expectations of the visual representation.

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

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